

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
0	Middle/Junior high schools
0	High schools
0	K-12 schools
1	TOTAL

2. District Per Pupil Expenditure: 10982

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	10	11	21
K	22	21	43	7			0
1	17	11	28	8			0
2	13	10	23	9			0
3	17	11	28	10			0
4	10	20	30	11			0
5	7	6	13	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							186

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
 % Asian
1 % Black or African American
39 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
58 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 12 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1.	185
(5)	Total transferred students in row (3) divided by total students in row (4).	0.124
(6)	Amount in row (5) multiplied by 100.	12.432

8. Limited English proficient students in the school: 30 %

Total number limited English proficient 55

Number of languages represented: 3

Specify languages:

Spanish, German, and Figian

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 98

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 25

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u>1</u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>10</u>	<u> </u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u> </u>	<u>8</u>
Support staff	<u>4</u>	<u>4</u>
Total number	<u>18</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	96%	96%	97%
Daily teacher attendance	98%	97%	97%	98%	98%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

It is the vision of Two Rock Elementary School that all students will be challenged and prepared for rigorous standards in an environment of equity, respect, and responsibility. In order to realize our vision we will:

- Build upon our community's unique diversity and established traditions.
- Guide our students to meet and exceed academic challenges, become technologically literate, physically fit, and exhibit initiative and positive social behavior.
- Use data to make informed decisions that enhance learning opportunities for all students.
- Develop resilient students with the ability to problem solve, collaborate, and think creatively and critically.

Located approximately eight miles west of downtown Petaluma, Two Rock Elementary School opened its doors in 1953. Originally, three separate schools served the Two Rock community and became unified under one School Board of Trustees in 1919. In 1952, the present site was chosen for the unification of the three schools into one location.

The widespread diversity within our student population has a strong bearing on our school's unique qualities. Two Rock School's enrollment is currently at 185 students. Approximately 60% are students living on the nearby United States Coast Guard Training Center. Coast Guard families arrive in Petaluma from all parts of the United States and most remain for three years. The rest of our students are those whose families live and work on the dairies and ranches in the Two Rock Valley, including children of the immigrant farm workers and their families who have moved from Mexico. The life experiences, perspectives, and backgrounds of our students and their families and an appreciation for the value of hard work are among the qualities which contribute to the uniqueness of our school's culture.

A standards-based curriculum is the mainstay of our instructional program. Small class sizes contribute to a highly personalized learning environment. An inherent practice of regular and planned communication between grade-level teachers supports a culture of rigor and consistency. Two Rock School continues to demonstrate improved success on state-mandated (CST) assessment tests. Due to the steady growth over the past five years demonstrated by students in all subgroups in Math and Reading/Language Arts assessment tests, we were awarded the California Distinguished School Award in 2004 and in 2008 and the Title I Academic Achievement Award in 2009.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The staff of Two Rock believes that data should drive instruction. We use data from a combination of district adopted assessments, Language Arts and Math program assessments, and our state's Standardized Testing and Reporting Program (STAR) assessments to analyze each student's progress. We have found that focusing on the progress of individual students is much more valuable to us on a daily basis than disaggregated data from standardized test scores. However, we also realize the value of measuring our progress against other similar schools around the state. We have also found such data helpful in identifying trends to be addressed at our school. For example, we identified the area of writing strategies (a strand within the Language Arts assessment) as an area of need three years ago, and developed an ongoing program of professional development to improve our writing curriculum. The data reported in the data tables is taken from the STAR California Standards Tests, and only represents a small part of the information we use to guide our instruction.

When looking at the data tables, it is important to realize that, as a small school, each year represents a very small sample statistically. Most of our subgroups represent less than 10 students per grade level. Our total number of students tested in a given year averages only around 100 students. In addition, our transient population consists of the children of the Coast Guard families stationed at the Coast Guard Training Center Petaluma, which is situated adjacent to our campus. Each year approximately 30% of our students move away as their parents are transferred out, and new families move in. Unlike school districts where the transient population is more homogeneous (such as areas with high populations of migrant workers), our students who move in and out are extremely diverse. Over a prolonged period of time, we get a representative sample of students across all ability levels, but in any given year, some levels may be disproportionately represented. For example, in the 6th grade Reading subgroup of Socio-economically Disadvantaged the percentage of Proficient and Advanced goes from 75% (2005) to 85% (2006), then dips to 43% (2007) and 50% (2008), then jumps back up to 82% in 2009. This was not due to major changes in programs or teachers. It represents the fact that academically challenged students were over-represented statistically in 2007 and 2008. We address this issue at our school site by tracking individual students across grade levels to monitor their progress and measure growth.

We are pleased that the overall trend of our STAR test scores is a positive one. Our students have consistently performed above the state target of adequate yearly progress, and have also consistently performed above the state and county median scores. In addition, we have seen a gradual but steady increase in our test scores across the years, when taken as a whole. Within our subgroups, when taken as a whole, we see the same long-term increases, although there are some dips in a given year due to small sample sizes.

California's state assessment system consists of a battery of standards-based, criterion referenced assessments by grade level in English/Language Arts, Math, and Science at the elementary school level. Test results are reported as scale scores, ranging from 150 – 600, with corresponding performance levels. The five performance levels are advanced (400-600), proficient (350-400), basic (300-349), below basic (260-299), and far below basic (150-261). The state's target is for all students to perform at the proficient or advanced level. The current assessments were developed by the State of California in partnership with Educational Testing Service (ETS).

California Department of Education website

<http://www.cde.ca.gov/index.asp>

2. Using Assessment Results:

For the past 12 years, Two Rock School has based its assessment philosophy on the concepts within Schmoker's book, *RESULTS*, which promotes a cycle of "assess, analyze data, plan and deliver instruction, and assess again." The staff and administration firmly believe that students are best served when decisions are based on analysis of data from research-based assessments combined with documentation of classroom performance in daily work.

Beginning with an organizational meeting before the start of the school year and continuing throughout the year, teachers meet to analyze assessment data and plan instruction accordingly. The first step involves classroom teachers, who use the data to differentiate instruction efficiently and appropriately. Decisions for small groups in primary reading classes are often based on who has mastered a skill and is ready for enrichment and who still needs additional practice. At all grade levels, assessment data helps teachers to identify strands of each subject area that may need extra instructional time. Ongoing assessments allow teachers to monitor those students who need remediation. Students who do not make adequate progress after additional classroom support are provided with more support in afternoon pull-out reading intervention groups. A similar process is used as needed for students who need remediation in math. For students who continue to struggle, Student Study Team meetings are held, and determinations are made about the best course of action to meet individual needs.

Assessment results also guide our Site Council and School Board in their decision-making process. By using data to determine areas of strength and areas of greater need, these groups are able to make informed decisions about the best ways to allocate funds to support instruction.

3. Communicating Assessment Results:

Student performance is communicated to parents, students, and community members in a variety of ways. Teachers explain performance expectations and grade level standards to the parents at Back To School Night, usually held during the second week of school. Translators are provided during this event for our Spanish-speaking parents. Our student report cards are designed to report mastery of content area standards and include progress reports from appropriate intervention programs. The report cards are sent home three times a year, and teacher comments are translated when appropriate. Each fall and spring Two Rock schedules a Conference Week. Students are released at noon, and each parent is provided with an opportunity for conference time with their child's teacher. Teachers and parents review test results and classroom performance, and discuss ways in which they can work as a team to support the student. Weekly newsletters in English and in Spanish are sent home by classroom teachers to provide supplemental information about classroom curricular activities and upcoming school events. Our school newsletter, *The Bobcat News*, goes home once a month, and includes information about our school's test scores as the results are released from the state.

California Standards Tests (STAR) results are mailed to parents in August, reviewed with the School Board, Site Council, teachers and staff, and shared with local news media. Bilingual staff members are available at any time to provide translations for parents as needed.

In California, each school's STAR Results are posted on the Department of Education's website, www.cde.ca.gov

4. Sharing Success:

Two Rock School has always had a commitment to collegiality and cooperation with the other schools in our area. We recognize that we are best served by tapping into the collective wisdom of our neighboring schools. We have shared in many professional development opportunities with other schools in the area, offering our

campus as a training site for various workshops, in addition to the trainings we attend at the county Office of Education. We are a part of Sonoma County's Aiming High program, which consists of a consortium of schools and businesses across the county who work together to improve the performance of our English Learners through shared ideas and strategies. We are a partnership school with the California Reading and Literature Project (CRLP), which is one of nine Subject Matter Projects working in California and is governed through the University of California's Office of the President. The CRLP mission marks student achievement as a central goal and teacher leadership and quality professional development as the primary vehicles to serve this goal. For the past 13 years, we have worked in collaboration with teachers across the state to develop and implement research-based strategies to improve our students' performance in reading. One of our teachers is a teacher-leader and contributing author for CRLP's professional development institutes. Our successes at Two Rock have provided valuable examples of successful strategies for these institutes. Teachers from these institutes are always welcome to come and observe in our classrooms. We have a history of working with student teachers and interns at Two Rock. We feel that helping to prepare new teachers for the classroom is a powerful way to share our successes with other schools, because these new teachers will be taking their skills into classrooms around the area and throughout California. It is our plan to continue these practices.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Two Rock School incorporates a standards-based curriculum using state adopted instructional materials for math, language arts, science, social studies, and physical education. The curriculum is designed to engage every student and is the focus of daily instruction. In each subject area, the adopted program materials provide differentiated instructional materials for advanced students, English learners, and struggling students. Our school year always begins with a staff meeting devoted to reviewing our assessment data from the previous year's STAR tests and district assessments to note strengths and identify areas with a need for improvement. This information is used throughout the year to assist teachers in adapting and aligning instruction to meet the needs of individual students and to provide a smooth transition across the grade levels.

In all subject areas the teachers integrate the state adopted textbooks with a variety of hands-on projects, activities, and field trips. Fifth grade research reports on U.S. Presidents are aligned not only with the Social Studies standards, but also with our Reading Language Arts standards. The first grade field trip to the local apple orchard integrates lessons from social studies and science standards, followed by writing projects that address the language arts standards. Second and third grade classes visit a stream at a local park to study insect life cycles and native plants. Our fourth, fifth, and sixth grades build on this knowledge by participating in the Bay Institute's STRAW Creek Restoration Project. Sixth graders deepen their understanding of ecology (a state standard for the grade) by spending a week in an Outdoor Education camp.

Two Rock also strives to incorporate the core subject areas into our supplemental and enrichment programs. Our credentialed PE teacher includes rhythm and dance in her standards-aligned program. We have computers in every classroom, and students receive weekly instruction in our computer lab. They learn basic word processing skills, but also use the computers to develop PowerPoint presentations to support their science and social studies projects and to create spreadsheets for math activities. The students attend weekly music classes and present a Winter Music Program each year for the community. The school librarian coordinates with each teacher to assist students in selecting books that support the curriculum during their weekly visits to the library.

In addition to our regular school day, students are provided with enrichment activities during lunch and after school. Lunch clubs have included Spanish Club, Spelling Club, Chess Club, and Endangered Species Club. These are determined by the interest of the students, and are sponsored by teachers. After school enrichment offerings include band, drumming, guitars, Lego Mindstorms Robotics, clay and other art classes, knitting, and decorating the gourds that are grown in our school garden. Several of the small schools in our area have organized an after school intramural sports program, which includes flag football, baseball, soccer, basketball, volleyball, and softball.

Two Rock faces a unique challenge in providing access to the curriculum for our students. We must ensure that our transient Coast Guard population meets California grade level standards, even though the students enter and leave our school throughout the year as parents are transferred to other duty stations. Most Coast Guard tours average between three and four years, but the transfers may occur at any time during the year. These students arrive from many other parts of the country, from states with different standards and sequences of instruction. As new students arrive, the classroom teacher uses district assessments to determine the student's current level of knowledge and to plan for any support that might be needed.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our reading curriculum is based on Houghton Mifflin's California Reading series. Our staff researched the available programs when California last adopted them, and chose this as the program that best suited our needs. These textbooks provide research-based lessons that follow the California Reading and Language Arts Standards for each grade, but they also provide the flexibility to allow us to accelerate lessons or provide extra support when needed. In addition, teachers at each grade level supplement the basic program with Houghton Mifflin's English curriculum, with core literature units to allow students to work with an entire book rather than just a selected part, and with the Write From the Beginning writing curriculum, which is based on Thinking Maps (a way to organize student thinking). We have found that a judicious blend of small-group and whole-class instruction works best for us, and have had good success with our English Learners by using a strategy called frontloading ([Frontloading for Language](#), California Reading and Literature Project), where background knowledge and necessary language patterns are taught in small groups in advance of the regular class lesson. As a part of our reading program, our teachers regularly meet both formally at staff meetings and informally in our classrooms after school to discuss student progress and brainstorm ideas for improvement. We have developed a series of benchmarks for each grade level to monitor individual progress in areas such as phonemic awareness, phonics, fluency, reading comprehension, and writing. Students who are identified as being below the benchmark in a particular area may be recommended for participation in our reading intervention program, where students work with a teacher in small groups for 30 minutes per day, 3-4 days a week. Our goal is to ensure that each student has access to grade-level instruction, while providing support through pre-teaching, small-group instruction, remedial work, and support for English Learners.

3. Additional Curriculum Area:

At Two Rock, we are proud of our science curriculum. In a time when the academic climate is such that many schools are focusing solely on reading and math, we have determined to preserve a balanced approach and to provide time for innovative instruction in science. As a staff, we researched our options during the last adoption cycle, and chose to adopt Foss Science for our primary grades, because of its strong emphasis on hands-on experimentation followed by reading and writing assignments to reinforce the learning. The reading assignments are often integrated into our Language Arts block as a part of our reading time. We chose to adopt Harcourt Science Systems for grades 3-6, because it was a better fit, with a good balance of hands-on activities and sufficiently challenging textbooks. Before making the decision to choose two different publishers, we carefully compared the two series, looking at the vocabulary and procedures used for basic instructions and experiments, and determined that the two programs would work well together. Our teachers are determined to ensure that our students not only master the required standards at each grade level but also develop a love of science to encourage a culture of life-long learning. For example, in second grade, students dissect squid to prepare them for third grade, where they dissect a cow's heart, lungs, and liver. Our fourth, fifth, and sixth graders participate in a creek restoration project each year, which involves planting trees to prevent erosion on our local dairy farms. This year we were gifted with a district membership to a science website, www.thehappyscientist.com, which provides science videos and simple experiments linked to our state science standards. In addition to access at school, every student has access online at home to the same videos they have viewed in class. We want our students to know that science involves much more than just reading a chapter in a textbook.

4. Instructional Methods:

Differentiated instruction begins in the classroom, where school-wide assessments are conducted each trimester and the Extra Support, Enrichment, or Challenge components of the school's standards-based texts are implemented. Our Intervention Team works with students initially identified by STAR testing results and then assessed for specific skill areas. Students are seen 3-4 days a week for 30 minutes of instruction. The Intervention Team meets monthly to review student progress; if further intervention is needed, students can be

site-based in daily RSP (Resource Specialist Program) small group instruction for 30-60 minutes daily. A struggling fifth grade student, for example, would be provided all fifth grade math instruction daily in a small group setting where additional materials would be provided to support specific skill areas where basic math facts and algorithms can be reinforced. Supplemental instruction would involve a third grader attending daily instruction in the RSP small group setting, working on specific sound patterns or syllabication rules, with all primary reading instruction being provided in the regular classroom setting. The final level of differentiated instruction would include a Student Study Team review to determine eligibility for Special Education. The least restrictive Special Education program format ranges from pullout supplemental or primary instruction in RSP, push-in RSP support, one-on-one aide working with the student in the classroom, or the RS working with the classroom teacher on a consult basis. Individualized goals would be developed with modifications of assignments as needed, designed to meet their specific processing deficits so they can successfully access grade level curriculum. Our English language learners are identified each year after the initial California English Language Development Test (CELDT) is conducted each September. Differentiated groups are determined and English Language Development instruction is provided for 30 minutes daily. In addition, our ELD teacher works in the classroom with students or in pullout small groups.

5. Professional Development:

For many years, Two Rock's professional development program has been driven by identified needs within our student population. Based on data from state standardized tests and from our district assessments, teachers determined several years ago that our two greatest needs were in reading comprehension and in writing. To address the issues in reading comprehension, our teachers have been trained in the California Reading and Literature Project's RESULTS institutes, which provide research-based and ELA standards-aligned assessments and teaching strategies for all areas of reading, and in CRLP's Frontloading For Language institute, which provides strategies for improving reading comprehension for our English Learners. Over the course of the past 10 years, our school has worked in partnership with CRLP to implement the most current research-based practices in the teaching of reading.

Our second area of focus is in writing. Our Houghton Mifflin Reading curriculum was approved by the state of California, and provides standards-based instruction, but our teachers felt its writing component was not as rigorous as we would like. Three years ago, we made a commitment as a staff to be trained in Thinking Maps and in the companion program, Write From the Beginning. Our students now have a consistent set of graphic organizers and a consistent set of steps in the writing process as they move from grade to grade. Through two and a half years of training sessions at the county office and follow-up sessions at our school site, we have articulated and aligned our writing curriculum so that it has a logical and smooth progression from Kindergarten through 6th grade. This past fall, we used our professional development time to finalize the alignment of the elements of the "Write From the Beginning" program with our state Writing Standards at each grade level.

6. School Leadership:

The formula for student success at Two Rock School includes strong collaboration in the decision-making process. All constituents of the school community including teachers, staff, administration, School Board of Trustees, School Site Council, English Language Advisory Committee (ELAC), and parent and community members are involved in this collaboration. The success of Two Rock is linked to the diligence, professionalism, and commitment of all members of the school community.

The bottom line in Superintendent/Principal (S/P) leadership and accountability is student achievement. The S/P provides time ("office hours") for teachers to meet with him to discuss several key questions: are the students in your class learning?; how do we know that is the case?; and what is being done to support struggling students and to challenge high achieving students?

The S/P maintains an open-door policy in which all staff members, parents, and community members are encouraged to discuss school issues and concerns and provide feedback on the daily operation of the school. A weekly newsletter (The Monday Pulse) keeps staff informed and apprised of upcoming activities and events. Clear and consistent communication with parents is channeled through the monthly newsletter (The Bobcat News). Staff meetings are intentionally planned around student achievement and the analysis of data.

Ensuring that Two Rock School is a safe school environment for all its members is another essential component of the S/P's role. In October of 2009, 4 staff members and the S/P received on-site training in emergency preparedness and the development of an incident command system. The S/P oversees all accounting functions, plans, supervises, and directs the business operations of the school, and manages spending in accordance with the approved budget. Key features of the S/P's role include consistency, availability, and exercising good judgment while balancing it all with fairness, respect, and a good sense of humor!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: STAR California Standardized Testing and Reporting
Edition/Publication Year: 6th Publisher: Educational Testing Service (ETS)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	66	82	77	85	60
% Advanced	33	32	62	64	45
Number of students tested	24	28	26	28	20
Percent of total students tested	92	97	93	97	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	8	0	4	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	53	80	78	75	
% Advanced	15	7	61	50	
Number of students tested	13	15	18	16	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced			80		
% Advanced			50		
Number of students tested			10		
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	67	84	75	100	
% Advanced	40	47	69	88	
Number of students tested	15	19	16	16	

Notes:

6. Largest Other Subgroup - White (not Hispanic)

Subject: Reading Grade: 2 Test: STAR California Standardized Testing and Reporting
Edition/Publication Year: 6th Publisher: Educational Testing Service (ETS)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	33	71	69	75	60
% Advanced	0	32	38	54	10
Number of students tested	24	28	26	28	20
Percent of total students tested	92	97	93	97	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	8	0	4	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	31	53	66	57	
% Advanced	0	13	33	38	
Number of students tested	13	15	18	16	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced			50		
% Advanced			20		
Number of students tested			10		
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	40	84	81	100	
% Advanced	0	42	50	75	
Number of students tested	15	19	16	16	

Notes:

6. Largest Other Subgroup - White (not Hispanic)

Subject: Mathematics Grade: 3 Test: STAR California Standardized Testing and Reporting
Edition/Publication Year: 6th Publisher: Educational Testing Service (ETS)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	76	59	90	79	57
% Advanced	43	35	57	53	22
Number of students tested	30	18	21	19	23
Percent of total students tested	97	100	100	95	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	5	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	71	54	80	80	36
% Advanced	21	36	40	40	27
Number of students tested	14	12	10	10	11
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	60				
% Advanced	10				
Number of students tested	10				
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	85		100		82
% Advanced	60		92		27
Number of students tested	20		13		11

Notes:

6. Largest Other Subgroup - White (not Hispanic)

Subject: Reading Grade: 3 Test: STAR California Standardized Testing and Reporting
Edition/Publication Year: 6th Publisher: Educational Testing Service (ETS)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	60	36	62	45	35
% Advanced	20	24	24	16	22
Number of students tested	30	18	21	19	23
Percent of total students tested	97	100	100	95	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	5	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	43	36	30	40	27
% Advanced	14	27	0	10	18
Number of students tested	14	12	10	10	11
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	40				
% Advanced	10				
Number of students tested	10				
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	70		92		54
% Advanced	25		38		36
Number of students tested	20		13		11

Notes:

6. Largest Other Subgroup - White (not Hispanic)

Subject: Mathematics Grade: 4 Test: STAR California Standardized Testing and Reporting
Edition/Publication Year: 6th Publisher: Educational Testing Service (ETS)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	90	96	100	65	76
% Advanced	76	50	78	50	29
Number of students tested	19	25	18	26	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		91		66	
% Advanced		55		58	
Number of students tested		12		12	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	91	100	100	77	
% Advanced	83	50	80	53	
Number of students tested	12	14	10	17	

Notes:

6. Largest Other Subgroup Not Listed Above - White (not Hispanic)

Subject: Reading Grade: 4 Test: STAR California Standardized Testing and Reporting
Edition/Publication Year: 6th Publisher: Educational Testing Service (ETS)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	74	84	77	62	59
% Advanced	42	46	33	35	12
Number of students tested	19	25	18	26	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		64		58	
% Advanced		27		25	
Number of students tested		12		12	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	92	90	76	
% Advanced	33	71	50	41	
Number of students tested	12	14	10	17	

Notes:

6. Largest Other Subgroup Not Listed Above - White (not Hispanic)

Subject: Mathematics Grade: 5 Test: STAR California Standardized Testing and Reporting
Edition/Publication Year: 6th Publisher: Educational Testing Service (ETS)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	88	83	60	53	76
% Advanced	64	39	28	21	33
Number of students tested	25	18	25	19	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	87		50		65
% Advanced	47		20		36
Number of students tested	15		10		14
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	93	80	67	72	93
% Advanced	80	40	27	27	50
Number of students tested	15	10	16	11	14

Notes:

6. Largest Other Subgroup - White (not Hispanic)

Subject: Reading Grade: 5 Test: STAR California Standardized Testing and Reporting
Edition/Publication Year: 6th Publisher: Educational Testing Service (ETS)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	76	72	56	43	52
% Advanced	44	28	20	11	19
Number of students tested	25	18	25	19	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	60		40		43
% Advanced	20		10		14
Number of students tested	15		10		14
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	80	67	73	72
% Advanced	60	30	20	18	29
Number of students tested	15	10	15	11	14

Notes:

6. Largest Other Subgroup - White (not Hispanic)

Subject: Mathematics Grade: 6 Test: STAR California Standardized Testing and Reporting
Edition/Publication Year: 6th Publisher: Educational Testing Service (ETS)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	84	57	89	81	50
% Advanced	63	43	26	24	5
Number of students tested	19	21	19	21	22
Percent of total students tested	95	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	70		86	
% Advanced	64	40		29	
Number of students tested	11	10		14	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	80	58	90	92	66
% Advanced	50	58	45	38	8
Number of students tested	10	12	11	13	12

Notes:

6. Largest Other Subgroup - White (not Hispanic)

Subject: Reading Grade: 6 Test: STAR California Standardized Testing and Reporting
Edition/Publication Year: 6th Publisher: Educational Testing Service (ETS)

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	79	62	58	81	59
% Advanced	21	38	32	19	9
Number of students tested	19	21	19	21	22
Percent of total students tested	95	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	82	50		85	
% Advanced	27	30		14	
Number of students tested	11	10		14	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	80	83	82	85	67
% Advanced	30	50	55	31	17
Number of students tested	10	12	11	13	12

Notes:

6. Largest Other Subgroup - White (not Hispanic)